**8 Block Table for “Green Landscape and Environmental Policy”**

**Stephanie Freeman, Department of Plant & Soil Science,**

**Alabama A&M University, Normal, AL**

|  |  |
| --- | --- |
| **Project Design**   * Learning goals: * To communicate to community and peers about green landscapes * Identify suitable areas for in the Huntsville and Normal, AL * Design and implement an annual Earth Day service learning project | **Community Partner Relations**   * Present: universities, K-12, churches, residents, and the Chamber of Commerce * Market: non-profit organizations, businesses, and individuals with a passion for their environment * Sources: City/county planning, government agencies, non-profit organizations, nurseries and horticulture industry companies to donate plants to implement the project |
| **Building Community in the Classroom**   * Understand concepts and theories of green landscape and policies to consider when developing and implementing green concepts   **Two ways of students interacting with the community in the classroom**   * Community members present their vision of their green landscape to the class students will decide who they want to work with. \*\*Depending on how large your class you may consider one project versus many * Create small groups and identify community partners who would like to participate in the program * Students sign-up for topics and create a timeline to complete project within the semester. (Monthly or weekly updates will be presented) | **Building Student Capacity**   * Students recruit others from different school organizations to participate in a community outreach project * Students will develop a 30 second video or PowerPoint presentation for their project that will be uploaded to Youtube, Facebook and other social network websites. Emphasizing the important of greening and water conservation practices. |
| **Problem Statement**   * Where are suitable areas for green landscapes in the Huntsville, Normal, and Madison, Alabama. | **Project Management**   * Proposal paper of their green design project * Submission of abstract to the Science, Technology Engineering and Mathematics (STEM) Day * Use of Google Documents to have virtual chats and using wiki * Students coordinate and communicate with clients periodically |
| **Assessment of Learning**   * Poster presentation at the annual Science, Technology Engineering and Mathematics (STEM) Day * Presentation and to the Home Owner Associations and town hall meetings * Students communication with peers, faculty, and community | **Reflection and Connections**   * A weekly blog of their experience * A certificate of completion of the program in the * Challenges of landscape development and implementation of their project * Receiving feedback from the public and organization * Skills developed: communication, writing, interpersonal and personal skills, time management, the use of social network and pride in their community |